# Improve the Value of a State College or University Education
# Tollgate #1

**1. Indicators that will provide the best evidence to the citizen that this result is being achieved**

| Indicators | Same, Modified, New? |
|---|---|
| Percentage of adults completing degrees/certificates | Same |
| Percentage of underrepresented students in programs and majors | New |
| Ratio of GF-S spending to degrees conferred | New |
| Number of students prepared to meet workforce needs | Same |

2. **Update the Causal (Strategy) Map**
(See following page)

| RESULT:<br>Deliver increased value from postsecondary learning | A post-secondary education and training system that:<br>• Raises the level of educational attainment for the state's population<br>• Promotes the economic vitality of the state, prepares citizens for employment, and provides opportunities for personal enrichment<br>• Enhances community engagement and engenders civic responsibility |
|---|---|

| **Indicator:**<br>Percentage of adults completing degrees and certificates | **Indicator:**<br>Percentage of underrepresented students and graduates in programs and majors | **Indicator:**<br>Ratio of GF-S spending to degrees and certificates conferred | **Indicator:**<br>Number of students prepared to meet workforce needs |
|---|---|---|---|

| **ACCESS & ARTICULATION** | **EQUITY** | **QUALITY** | **EFFICIENCY & ACCOUNTABILITY** | **WORKFORCE & ECONOMY** |
|---|---|---|---|---|
| Improve alignment of K-12 and postsecondary curriculum & instruction | Close enrollment and completion gaps based on income & ethnicity | Improve the scholarship of teaching and learning | Improve student retention | Improve graduates' problem solving, communications and teamwork skills |
| Increase participation in dual-credit programs | Promote diversity among students, faculty and staff | Increase research opportunities for faculty and students | Reduce time to degree and certificate completion | Increase capacity in programs and majors directly related to workforce needs |
| Streamline transitions from high school to college and through postsecondary | Promote multicultural curricula and pedagogy | Recruit and retain great faculty, researchers and staff | Develop course equivalency system for transfer students | Enhance research productivity |
| Increase enrollment capacity | | Provide opportunities for civic engagement and public service | Ensure timely availability of prerequisites | Improve technology transfer |
| Guarantee access to qualified applicants | | | Improve the collection, analysis & dissemination of higher education data | |
| | | | Align costs and benefits | |

**FUNDING FOR RESULTS**

| Improve affordability for students | Increase need-based financial aid & academic scholarships | Pilot sliding scale tuition model | Create incentives for students for timely completion | Pilot performance contracts | Create outcome-based financial incentives for institutions |
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3.  **Provide an initial assessment of the success or failure of current strategies**

▪ *Does the current budget include funding for all of the significant strategies identified by the teams last time?  Which strategies were <u>not</u> funded in the budget?*

o "General" enrollment funding was provided to increase the number of slots available in our colleges and universities.  "High Demand" enrollment funding was provided to increase access in programs that specifically prepare students for jobs in workforce shortage areas (such as nursing, engineering, teaching and computer science).
o State Need Grant funding was increased to keep pace with new enrollments, and to cover thousands of eligible low-income students who were not receiving financial aid.  Funding was also provided to increase the award amount for Promise Scholarships for high achieving students.
o Research funding was included to support operations of a new proteomics research center in Seattle
o Capital funding was included to increase physical capacity to meet demographics-driven demand.
o Funding was provided for the new Riverpoint campus in Spokane.  Riverpoint will help the state's research climate by linking business development activities (SIRTI) with higher education research and instruction at WSU/EWU Vancouver.  It will also provide a new, larger home for the much-needed nursing program in the Inland Northwest.

No funding was included in the 2003-05 budget to streamline transitions through post-secondary education, support recruitment and retention programs for low-income and minority students, develop a competency-based system, improve the quality of teaching and learning, or improve graduates' problem solving, communication and teamwork skills.  However, legislation was passed directing appropriate boards and agencies to streamline transitions by developing subject specific transfer degrees for community college programs and to expand College in the High School and Running Start.

▪ **Looking at the performance and indicator information available to you at this time, how would you describe progress in achieving this result?**

o *The percentage of adults in Washington state completing certificates and degrees* has increased steadily from 7.7% in 1998 to 9.8% in 2003.

o *The number of students prepared to meet workforce needs* has not been systematically calculated at the two- and four-year college level over time.  Thus, we have only one year of data available at this time.  Legislation passed this session directs the Higher Education Coordinating Board, the Workforce Board, and the State Board for Community and Technical Colleges to develop and maintain a system for assessing how well workforce needs are met by the higher education system.

o The third indicator developed by the POG I team would have assessed *satisfaction with the system among students, graduates and employers*.  There is currently no systematic, statewide measure of "satisfaction."  While each institution conducts their own surveys, they are not standardized across institutions.

- o The team has suggested two new indicators, with data readily available. ***The ratio of State General Fund spending to the number of degrees and certificates conferred*** will help us evaluate the effectiveness of state investments in producing graduates. ***The percentage of students and graduates from underrepresented groups in various programs and majors*** (e.g., women in engineering, men in nursing programs, low-income and minority students enrolled in and completing degrees) will enable us to determine how efficient the system is at recruiting and retaining students from all income, gender, and ethnic groups in the state.

- **What are the most significant areas of success in this result area today?**

  - o We are educating more students, from more diverse backgrounds, than ever before.
  - o Washington is a national model for its state financial aid programs.
  - o We are among the top states in the nation for participation, though that participation is heavily weighted towards the two-year system.

- **Where do you see the most significant performance gaps?  Do these gaps represent the failure of a strategy, the failure to fund a given strategy, or something else?**
  - o The mismatch between system capacity and demand for higher education and training continues to be the most vexing problem for the state.  This mismatch is primarily due to steady declines in state funding for higher education.

  - o The need to increase responsiveness to workforce needs and to reduce our state's dependence on in-migration of qualified workers is another area of concern.  While the state has focused enrollment dollars on "high demand" program areas, funding continues to be outstripped by student demand in many workforce shortage areas.

  - o Transfer and articulation problems persist.  Students who transfer from community colleges to four-year schools often find that some of the lower-division courses they took do not prepare them for, or are not applicable to, the majors they wish to pursue for their BA.  Consequently, it takes students longer to complete degrees, resulting in greater expenditures both from the state and the students.  Policy directives to smooth transitions are needed to solve this problem.

  - o A substantial percentage of young adults lack the basic skills needed to continue their education or succeed in the workplace.  Addressing the needs of adults who require basic education, English language skills, or GED programs would enable more citizens to participate in the workforce and contribute to their communities.

- **Where are the most significant opportunities to improve results?**
  - o Increase funding for higher education and modify funding methodology to emphasize outcomes, rather than primarily funding inputs.

  - o Educate citizens from all walks of life in order to meet future workforce needs and improve the quality of life of citizens.

  - o Develop more efficient transfer and articulation policies to move students through the system faster.